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# Effects of Art in Social and Emotional Learning for Students in the Discovery Program in an Alternative High School Setting

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UNIVERSITY OF NORTHERN COLORADO  
Greeley, Colorado The Graduate School

EFFECTS OF ART IN SOCIAL AND EMOTIONAL  
LEARNING FOR STUDENTS IN THE  
DISCOVERY PROGRAM IN AN  
ALTERNATIVE HIGH  
SCHOOL SETTING

A Research Based Project Submitted in Partial  
Fulfillment of the Requirements for the  
Degree of Master of Arts

Karen Dyra

College of Performing and Visual Arts  
School of Art and Design  
Art Education

August 2019

The Research Project by Karen Dyra

Entitled: *Effects of Art in Social and Emotional Learning for Students in the Discovery Program in an Alternative High School Setting*

has been approved as meeting the requirement for the Degree of Master of Arts in the College of Performing and Visual Arts in the School of Art and Design, Program of Art and Design

Accepted by the Committee:

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Connie Stewart, Ph.D., Chair

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Donna Goodwin, Ph.D., Co-Chair

## Abstract

Dyra, Karen. *Effects of art in social and emotional learning for students in the Discovery program in an alternative high school setting*. Action Research Project, University of Northern Colorado, 2019.

Social emotional learning is something which is essential to students who are considered at-risk. Juniper, an alternative high school, implements a program called Discovery which teaches and instills important life skills. While the program has shown student growth, I wondered if the implementation of the fine arts into Discovery would assist in student success. I used a triangulation of pre- and post-tests, reflections, and interviews to determine student understanding and achievement. I have found that inclusion of arts in the Discovery program has resulted in higher scores on tests that measure successful life skills, better understanding of the material, and more meaningful connections to the curriculum. Art contributed to student success and allowed them to become more engaged in their social emotional learning.

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## CHAPTER I

### INTRODUCTION

#### **Rationale**

Art can be a healing experience. As a young teenager, I was dealing with untreated depression and anxiety which consumed my life. It was difficult for me to care about much of anything, and my education suffered because of this. I did enough to just scrape by, which allowed me to go unnoticed, and so I did not receive the help I needed. For years I was apathetic. I found myself failing several classes as a high school freshman. Due to this, when creating my sophomore year schedule, I was unable to advance in some classes which left free blocks of time. My dean suggested taking drawing and painting, to which I agreed. I had always had an interest in art, but after three years of barely having any art classes it wasn't something I really thought about. The first week of classes in sophomore year began, and I found myself really enjoying my art classes. Slowly I began to change my attitude because I was feeling successful and like I had value for the first time in a very long time. I had finally found something I was good at, something which helped me to transfer the pain I was feeling into something tangible, turning something so ugly into something beautiful. I realized that my life was led by my choices, and I needed to make better ones. I went from barely scraping by in school to getting straight As, and my outlook on life was much brighter. I finally wanted to accomplish something with my life, and art helped to guide me to this place.

### **Background/Context**

My art teachers in high school inspired me to become an art educator myself, because they helped me through one of the hardest times in my life, and I want to do that for my students. For the last six years I have worked at an alternative high school where I see many students struggling with adversity. Often, our students come from backgrounds of poverty and trauma, and thus have a difficult time socially and emotionally. Sometimes this causes students to act out and underachieve. To assist students in taking control of their own behaviors, we have implemented a program throughout the school called Discovery (Larson & Timpson, 2001). This program works with students on social, affective, and cognitive levels. The Discovery program gives students “the opportunity to learn the social-emotional skills necessary to be responsible and effective in school, home, and work environments, and within the larger community” (The Discovery Institute & Discovery Program, 2018, para. 1). Discovery helps to build a foundation of trust, respect, and community; it helps students to develop life skills and awareness needed to survive and succeed. It develops a classroom community founded on mutual respect and support.

### **Research Questions**

There are several questions I wanted to investigate through my research. How can adding visual arts to the Discovery program assist students with social emotional learning? How can art help students with social emotional issues? How can the Discovery program assist in developing social emotional learning? Can the implementation of art within the Discovery program better assist students in developing social emotional learning? Can art make the Discovery program more meaningful to students?

I have seen a transformation in myself and several students I have taught through artmaking, and I have seen significant transformations in students who have taken and passed the Discovery program at my school. I have always wondered how exactly art can help students dealing with social emotional issues. And, while I have seen these transformations, how can I be sure it was Art and not some other outside factors contributing to the change in behavior? The same is true for Discovery; I had not taught the class previously and did not know what kind of learning actually took place in the classroom. The school community could be the change in the students, and while I believed it is the Discovery program, I wanted to explore its effectiveness further. I am investigating an action research study in the classroom to determine the effects of art in this social emotional learning program.

The exploration of this topic is beneficial to me and others because I can collect data which could support the importance of art and Discovery in assisting social emotional learning. The Discovery program is ingrained within my school. I wanted to see if the program could be improved with the implementation of more fine arts components. The purpose of Discovery is to look back at the past to create a future and to better understand life. From the point of birth, we have events happen to us that cause us to learn that when we hit a rough patch, we can look back and see what we did to overcome it and do better next time. Discovery helps students to explore these aspects of their lives and learn to make changes.

However, there is so much that happens in our lives that words can't communicate. Art is a universal language, and in my experience, it can be used to communicate when words fail. My experience has also shown that Discovery can teach

students to articulate their thoughts in an adult manner and provides them abilities to make changes in their behavior. However, art can reach the students on a more emotional level.

### **Definition of Terms**

**At-risk:** The term “at-risk” does not have a clear definition. In a historical sense, students who have been labeled “at-risk” are those “...whose appearance, language, culture, values, communities, and family structures...” were not a match for the white culture which dominated schools (Hunter, Heise, & Johns, 2018, p. 9).

**Social and emotional learning:** An approach which “...integrates competence promotion and youth development frameworks for reducing risk factors and fostering protective mechanisms for positive adjustment”(Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011, p. 406). It is also a ...”process of acquiring core competencies to recognize and manage emotions, set and achieve positive goals, appreciate the perspectives of others, establish and maintain positive relationship, make responsible decisions, and handle interpersonal situations constructively” (Durlak et al., 2011, p. 406)

**Trauma:** A wide range of experiences and/or events which have a great impact on someone’s social, emotional, and cognitive learning (Hunter et al., 2018).

## CHAPTER II

### REVIEW OF THE LITERATURE

#### **The Discovery Institute**

The Discovery Institute is a program which was developed by Eric Larson, M.Ed. and William M. Timpson Ph.D. It has been used at Juniper High School since its beginning nine years ago. The Discovery program is a tangible, skills-based curriculum that assists in creating a positive change in students. With this program, students “develop many of the positive social skills necessary to be successful in school and in life” (Larson & Timpson, 2001, p. 5). Students can also work to increase their academic achievement and growth (Larson & Timpson, 2001). While the Discovery program was developed to work with students who were considered at-risk, it can assist in the success of typical students as well. Along with Juniper High, the Discovery program has assisted many school districts with issues such as poor attendance, apathy, low academic achievement, and violence (Larson & Timpson, 2001). The main objectives of the program are:

- 1) To develop a strong sense of community and establish positive support systems for all students.
- 2) To teach, practice, and provide feedback on positive social skills.
- 3) To reinforce the culture of the classroom/school and ensure that all students realize what is expected of them. And what they can expect from the staff. (Larson & Timpson, 2001, p. 5)

The Discovery program is designed in six sequential units that are student centered, no-nonsense, and skill-based. Those units are: 1) Effective Groups, 2) Anger

Management, 3) Communication Skills, 4) Assertiveness Training, 5) Problem Solving, and 6) Conflict Resolution. In the first unit – effective groups – students learn about essential group skills, with an emphasis on cooperation, synergy, appropriate risk-taking, clear communication, and positive mental attitudes (Larson & Timpson, 2001). The anger management unit is a rational approach to managing frustration and anger. Students learn to reframe anger and identify their triggers so that they are able to explore other outlets for their behaviors. In the communication skills unit, students learn about transactional analysis. These are modes of communication that were developed by Eric Berne, defined as ego states consisting of Critical and Nurturing Parent, Adult, Okay, and Not Okay Child (Berne, 2011). The fourth unit, assertiveness training, helps students to see the difference between aggressive, assertive, and passive-aggressive behaviors and responses (Larson & Timpson, 2001). Students look back at transactional analysis to identify their typical behavior types. In the problem-solving unit, students focus on solving problems in organized steps: “Stop, list, choose, do, and evaluate” (Larson & Timpson, 2001, p. 6). This unit helps students solve problems within themselves. In conflict resolution, students learn how to problem solve with other people. Together, the units build upon one another and teach students to transfer their skills outside of the classroom.

### **Social and Emotional Learning**

In my experience, parents and teachers alike want the best for young people, so that they are able to succeed in their academic, personal, and social lives. Many schools have adopted programs which help to target problem behaviors, specifically, to help young people establish positive relationships, adapt to changes, contribute to those close with them and with the community, make positive decisions, and avoid risky behaviors

(Payton, Wardlaw, Graczyk, Bloodworth, Tompsett, & Weissberg, 2000). Social and emotional learning programs provide organized classroom instruction that improves student's abilities to "recognize and manage their emotions appreciate the perspectives of others, establish prosocial goals, and solve problems, and use a variety of interpersonal skills to effectively and ethically handle developmentally relevant tasks" (Payton et al., 2000, p. 179). Social and emotional learning is important for many reasons, one of which is that Wallin and Durr (2002) believe a child's "emotional IQ" has a great effect on learning in the classroom (p. 30). Wallen and Durr (2002) state that:

...children need to learn how to manage their feelings and social skills to achieve in an academic environment. Recent trends of school campus violence and concern for student safety contribute to student frustration and anxiety. These are factors that can inhibit more effective learning. (p. 30)

A good social and emotional program will build upon itself and teach students: "1) Awareness of self and others; 2) Positive attitudes and values; 3) Responsible decision making; and 4) Social interaction skills" (Payton et al., 2000, p. 182). It becomes crucial to recognize the emotions in order to be aware of yourself and others, emotions need to be recognized. Being able to correctly name and distinguish emotions helps students to correctly identify and regulate their own emotions (Payton et al., 2000). "Being able to identify and regulate one's feelings in adaptive ways also contributes to the promotion of a constructive sense of self" (Payton et al, 2000, p. 182). Positive attitudes and values that guide behavior are also important to consider in social and emotional learning. It allows students to learn to take personal responsibility for their behaviors and make choices which result in healthy behaviors and treating others honestly and fairly (Payton et al., 2000). Respect for others is "fundamental to developing good character" (Payton et al.,



2000, p. 182), and it is important to teach students to respect individual differences and rights of all people. Teaching responsible decision making allows students to recognize and identify “a range of possible alternative solutions to a problem, thinking prospectively about the probable consequences of each, and making the best choice complete the process of developing positive and informed solutions” (Payton et al., p. 182). The last goal a social and emotional learning program should have, is the development of social interaction skills. Students learn how to communicate verbally and nonverbally, and then learn how to express themselves clearly (Payton et al., 2000). This allows students to peacefully come to a solution to any conflicts that may arise. All of these social and emotional learning competencies...

promote the development of young people who are not only able to engage in responsible and health-promoting behaviors but also have a positive self-image, are able to develop mutually supportive relationships, are successful in school, and are contributing and caring members of their peer groups, families, and communities. (Payton et al, p. 183)

### **Trauma-Informed Teaching**

Trauma can be psychological or physical, include early childhood trauma, traumatic stress, traumatic grief, complex trauma, toxic stress, and post-traumatic stress disorder (PTSD) (Hunter et al., 2018). A traumatic experience, depending on what has occurred, can impact a child’s life, health, and education (Hunter et al., 2018). Early childhood trauma is defined as any trauma that is experienced from birth to the age of six. Traumatic stress can occur when someone experiences the sudden loss of a loved one or possibly a painful medical treatment (Hunter et al., 2018). When trauma symptoms interfere with a child’s ability to experience the usual course of mourning, grief can become traumatic (Hunter et al., 2018). Prolonged or multiple traumatic events and the

impact of these events can cause complex trauma in children. Toxic stress can be different types of abuse such as physical, emotional, longstanding neglect, substance abuse or mental illness of a main caregiver, or constant exposure to violence, and/or poverty (Hunter et al., 2018). Payne defines poverty as “the extent to which an individual does without resources” (Payne, 1998, p. 16). Resources are not only financial, but can be emotional, mental, spiritual, physical, a support system, relationships/role models, or knowledge of hidden rules (Payne, 1998). “One of the key factors in toxic stress is the lack of adequate adult support in a child’s life” (Hunter et al., 2018, p. 7). Many children in poverty experience toxic stress (Hunter et al., 2018).

Many students who have experienced trauma are labeled “at-risk.” Defining students as at-risk can be somewhat controversial. “Historically, students at-risk have been those students ‘whose appearance, language, culture, values, communities, and family structures did not match those of the dominant white culture that schools were designed to serve and support’” (Hunter et al., 2018, p. 9). Often, students who are at-risk have been categorized into groups such as “educationally disadvantaged, culturally deprived, low income, drop out, alienated, marginalized, handicapped, disenfranchised, homeless, disabled, impoverished, underprivileged, low achieving, and low-performing” (Hunter et al., 2018, p. 9). These definitions of “at-risk” describe a variety of people, many of whom have been known to have had difficulty in their careers as learners. Students who are at-risk are “prone to academic failure due to a variety of risk factors that include emotional disturbance and/or social adjustment problems that can be further compounded by family issues of neglect, violence, and/or poverty” (Hunter et al., 2018, p. 9).

### **Art and its Impact on Trauma and Social Emotional Learning**

Art teachers may have the unique ability to help at-risk and students who have experienced trauma that other educators may not. Art can be therapeutic and healing, something which has been known for centuries. “Early Greek physicians believed in a close relationship between art, healing and well-being” (Kuban, 2015, p. 18). Art educators are not art therapists, “however, they can be role models who help students cope, gain mastery over some life experiences, and make sense of their world” (Hunter et al., 2018, p. 11). Art teachers can assist students in trying times by understanding how students can react to traumatic events in their life (Hunter et al., 2018). Adding art to a social and emotional learning program is said to be beneficial because the creative arts offer a great resource for serving as a gateway for students in to the learning materials (Wallin & Durr, 2002). “The concept of art speaks to all of us. It breaks down communication barriers and empowers teachers to reach all students regardless of age, sex, race, or cultural background” (Wallin & Durr, 2002, p. 30). Art can help students to communicate and express feelings in alternative ways. This can develop a better understanding of who they are as individuals, and assist in creating positive relationships (Hunter et al., 2018).

### CHAPTER III

#### RESEARCH STRATEGIES, METHODS, AND PROCEDURES

##### **Plan of Action**

This action research study investigated the social emotional effects of art in the Discovery classroom. Action research is “a disciplined process of inquiry conducted by and for those taking action. The primary reason for engaging in action for research is to assist the actor in improving or refining his or her actions” (Sagor & Williams, 2017, p.1). I taught Discovery, a social emotional learning program, according to the workbook I had been provided, but I implemented small art projects along the way. Discovery is a program developed for at-risk students to assist in teaching them appropriate behaviors and forms of communication. The Discovery curriculum already has a few aspects of art included. However, those who have been teaching the course in my school are not art teachers. I implemented visual journals which are kept by the students, as well as one or more artistic projects for each of the units.

Juniper High is organized into four quarters which are approximately nine weeks long. I co-taught a Discovery course with another teacher who is an expert on the subject during the second quarter of school, so that I was trained in the Discovery curriculum. I had taken a Discovery professional development when I first started at Juniper High, but that was six years ago, and I needed a refresher to properly teach the class. I taught my own Discovery class in the third quarter, and this was more of a practice run, so that I

could figure out what projects to do and what worked well. I taught Discovery again in the fourth quarter of the school year, this time collecting data and doing research. The students in a Discovery class were either brand new to the school, or had failed Discovery in the past. To be a student at Juniper High, you must pass Discovery, so students could possibly be required to take the program several times. For these reasons, it was my assumption that I would have a group of students who were unfamiliar with taking responsibility for their own behaviors. It was my hope, however, that as the course progressed, the students would become easier to work with. I wanted to help build my students into better people, assist them in developing rational and moral powers. I wanted my students to improve their reasoning skills and realize that they have the choice to change and improve their lives. I collected data through the last nine-week quarter to assist in my analysis.

### **Procedure**

I completed my research during the fourth quarter of the school year. I collected data from tests, art projects, reflections, and interviews. There were four teachers instructing Discovery courses, but I only used one teacher to assist in my research. I chose this teacher because her class was scheduled during my planning period and I was able to take students out easily to complete interviews. I took time during my planning period to excuse students from class for short interviews and record them. I also took data from pre- and post-tests, as well as the finished art projects and reflections. Students took the pre-test at the beginning of their first week in the course, and their post-test during the final week of the course. There were four unit-tests throughout the quarter, as well as a final, but those scores were not included in my data. All students needed to achieve a

70% on each test as a requirement to get through the course, and were allowed to make corrections after their initial attempt. Due to this, I did not feel like the unit-test scores were beneficial to my data analysis. I kept my data on my personal iPad, which was password protected and in a locked cabinet when not in use by myself.

### **Limitations**

There may be some limitations because some students could have already taken and failed Discovery, which may have skewed the data because they would have already known some of the content and information. But, it is also possible that art is what they needed before. I collected data from the last nine weeks of the school year. There were three classes involved in this study: two that were taught by me, and one by another teacher. I took pre- and post-test data from the three classes, but I only interviewed several students from each class. There could also be issues of validity and reliability because I was not the one to teach both classes, and I was unable to control the methodology which included teaching pedagogy to make the classes exactly alike. I expected there to be differences in teaching style and timing of lessons.

### **Participants**

There are 261 active students at Juniper High School. It is an alternative high school with a small population and small class sizes. The school has a high population (87%) of students who receive free and reduced-price lunches. The school has three counselors, a behavioral health therapist, and a school psychologist to assist with students who have experienced trauma. There are also three full time special education teachers and five paraprofessionals to assist and support students. Our school hosts a program called Moderate Services for Students with Affective/Behavioral Needs (MAB) and

many of our special education resources go to supporting these students. Classes meet every day for 65 minutes on Mondays and Fridays, and 75 minutes from Tuesday through Thursday. Class sizes at Juniper are typically 15 to 25 students, allowing the students to have more one-on-one time with the teacher. While teaching Discovery, I had two classes which totaled twenty-one students – with one class of ten, and one class of eleven. Discovery classes tend to be slightly smaller than average, in order to develop a bonding experience with the students. I collected all of the data. Data which was generated by students includes art projects, reflections, interviews and scores on pre- and post-tests.

The process of having my IRB approved was not very difficult; even though I did not get it in at the time I wanted. I did have my IRB sent back once because I did not have a parent permission form, and I was quickly able to correct this. I was able to include my interview questions and ensured that all data collected would remain anonymous. I did have to make one correction in which I changed the term confidential to anonymous, as I cannot guarantee confidentiality. I was expecting to have twelve students in total participate, three female and three male students taken from each instructor's courses. However, it was difficult to have students in the typical Discovery class participate, and I was only able to collect interview data from four students in that class, two females and two males. I had issues with attendance for one student in my group, so I ended up with three females and two males to interview.

### **Data collection**

I assigned a pre- and post-test which was already given to students in Discovery, and I compared my test scores to those of another class. I conducted interviews where I asked questions such as:

Table 1: Examples of Interview Questions

<b>Examples of Interview Questions</b>
1) What is Discovery?
2) Do you think Discovery can help you in school and outside of school?
3) Does art have any social or emotional benefits?
4) Do you think Discovery is important?
5) Do you think art is important?
6) What did you learn from art and Discovery?
7) Do you think you could use what you have learned in Discovery and art to change your behaviors or actions? If yes, please give an example; if not explain why.
8) Do you think art helps you to better understand the themes of Discovery? Why or why not?

In order to keep students anonymous in the interview process, I developed a code system. Students from my classes began with a K and were numbered based on when I received their IRB permission forms. Students from the other class began with a C and were numbered using the same process.

These tests and interviews told me how much was learned and retained through the course of the Discovery class. During the interviews, it was my hope to collect information on how the students feel about how art has affected their learning in Discovery. Other data I used are samples of student work, drawings, and reflections. I looked for themes and compiled the data to find connections. I expected to learn whether or not art helps students in their social and emotional learning through Discovery. I expected that there would be a small improvement for students taking the arts-based Discovery class. I believe the same results would occur if another researcher was completing the same study.



## CHAPTER IV

### RESULTS

My area of inquiry was to examine how art can assist in student success in the Discovery program. Students in the Discovery course participated in interviews near the beginning, middle, and end of the nine-week quarter. Some of these students were in a class which incorporated art into the Discovery program, while the others were in a standard Discovery class. Students from both classes also took pre- and post-tests, which are required in the Discovery program. From the data I collected, I found that students in the Discovery and art class were overall more successful on their post-tests and thought the material was more meaningful and easier to understand when art was implemented.

In the nine-week time period, five students (three females and two males) from the art-based Discovery class participated in interviews, and four students (two females and two males) from the typical Discovery course. Pre-tests were given in both classes during the first week of the quarter. The average score of both classes combined was approximately 49% with the highest score being 90% and the lowest 0%. The average score of tests taken in the Discovery and art class was approximately 48.5%, with the highest being 90% and the lowest 0%, as the students never took the test. The average score in the typical Discovery class was approximately 50% with the highest being 80% and the lowest 5%. The post-tests showed improvement in all classes. The average post-test scores of both classes combined was approximately 59.5%, which is a 10.5%

increase. The Discovery and art class combined averaged approximately 61% with the highest score being 100%, and the lowest scores being 0%. I believe that these scores could have been higher, but due to poor attendance, four students did not take the post-test and received a zero. The typical Discovery class received approximately 57% average on their post-tests, with the highest score being 95%, and the lowest being 0% as three students did not take the post-test. Even with the defaulted zeros, the Discovery and art class averaged 4% higher than the typical Discovery class. For the most part, students in both classes improved from the pre-test to the post-test. In the Discovery and art class, students averaged an approximately 12.5% increase in their scores. The typical Discovery class averaged an approximately 7% increase in their scores.

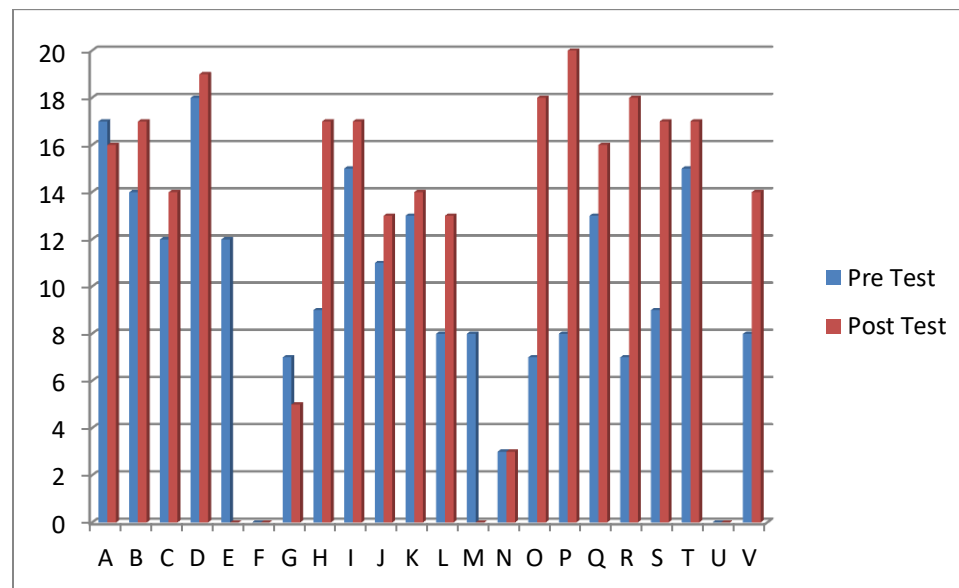


Figure 1: Discovery and Art Pre vs. Post-test

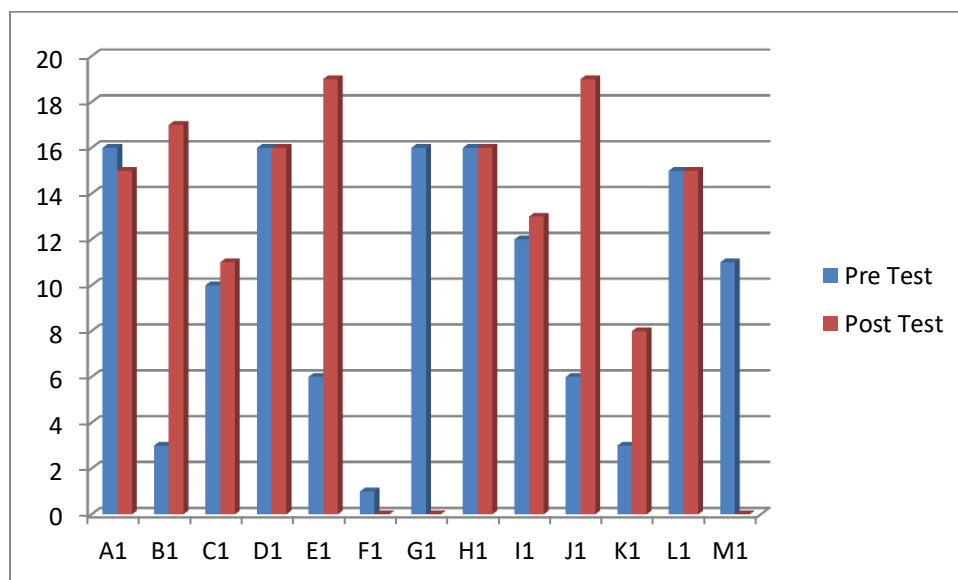


Figure 2: Typical Discovery Pre vs. Post-test

The two charts above show the individual scores of each student. The blue bar represents their pre-test scores and the red bar represents their post-test scores. It is seen in the chart that most students raised their score after learning the material throughout the quarter. Some students stayed the same or had a poorer score on their post-test. Most of the students who did not succeed in their post-test had issues with attendance throughout the quarter, making it difficult for them to learn and understand the material. The chart shows the individual growth of students, and in chart for the Discovery and art class it can be seen that there was more growth between the pre- and post-tests than that of the typical Discovery class.

Given the social emotional needs of the students at Juniper High School, pre- and post-test scores were paired with interviews. In the first interview students were asked: What is Discovery? Do you think Discovery can help you in and outside of school? How

does or did art help you learn about your feelings or how you relate to others? What do you think you could learn from art and Discovery? Students were interviewed after about two weeks of instruction, so they had some knowledge of Discovery before the interviews. I would have given the interviews earlier, but I had to wait for assent and consent forms to be turned in. At that time, most students had been learning the six Ps of Discovery, which are polite, prompt, participate, positive mental attitude, produce, and prepared, so many students spoke about those. The second set of interviews occurred six weeks into the quarter, when students became more familiar with the concept of Discovery. The third interview occurred in the ninth week of the quarter, when students had learned all of the material within the Discovery curriculum.

There are four units in the Discovery program at Juniper High: Discovery Foundations, Anger Management, Transactional Analysis, and Assertiveness Training. For each of these units, several art projects were developed and implemented in the Discovery and art class.

### **Unit One: Foundations of Discovery**

The very first day of instruction in the Discovery and art class, students were given information about the Hopi spiral. The spiral represents life's journey, and Discovery asks that students look at their past and work toward a better future. The art project that aligned with this concept was creating a hand with a Hopi spiral in the palm. Around the hand spiral, students were to write things in their life that influenced who they are today. On each of the fingers, students wrote five goals that they have for the future. This allowed students to think about their own personal journeys and explain their stories. Another concept covered were the six Ps, as they are the basic foundation of

Discovery. The 6 Ps include: prompt, polite, participate, prepared, produce, and positive mental attitude (PMA). Students were given six circular canvases and were asked to create a visual representation of each P. This allowed students to connect the vocabulary they learned with visuals. After that, the attending skills were covered. Attending skills are skills that you need to be successful in school and work. They include being in the moment, appropriate eye contact, appropriate body language, appropriate feedback, and asking questions to clarify or validate. For this concept, students created comic strips inspired by the cartoon Goofus and Gallant. Students were asked to avoid stick figures and developed images that represented someone using an attending skill and someone not using an attending skill.

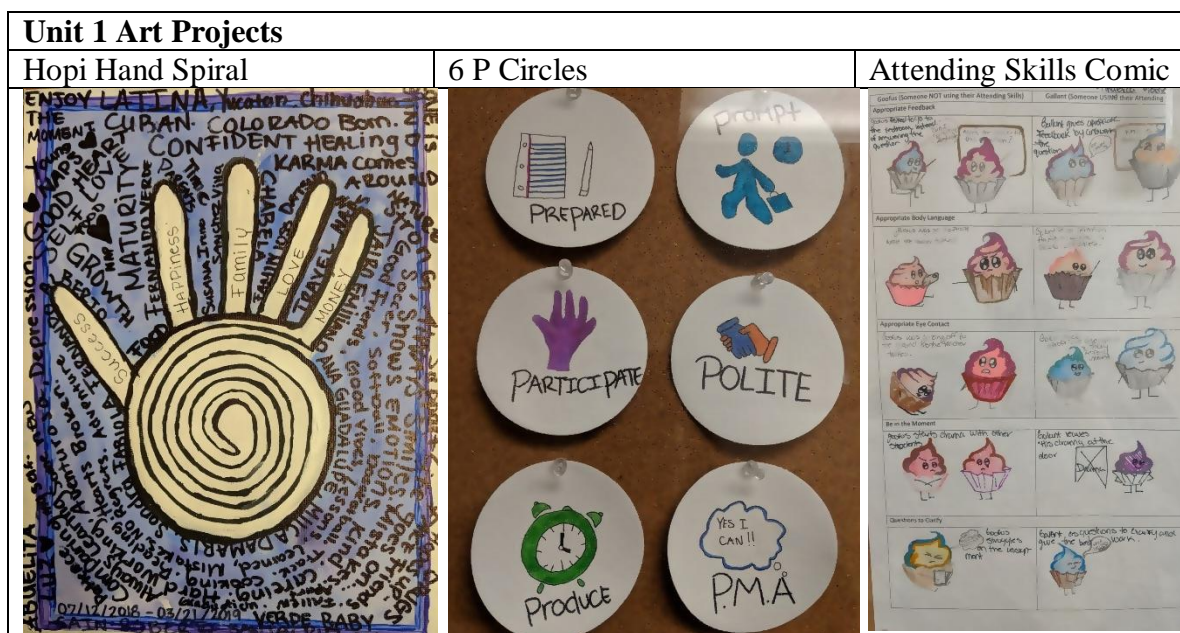


Figure 3: (from left to right) Hopi Hand Spiral, 6 P Circles, and Attending Skills Comic. Photos taken by author.

## Unit Two: Anger Management

Many of the students at Juniper High School have had issues handling their anger, and this unit serves to show students that they are in control of their anger. We

begin by discussing the anger scale (see Appendix C), which is a scale that starts at zero and ends at one hundred. Zero through twenty is everyday stressors, small things that bother a person on a day to day basis. Twenty through eighty is the zone of choice, where students are expected to do their anger work and develop healthy coping skills. Eighty through one hundred is out of control, where a person's emotions are so high that they may do something they regret. This scale serves as a reminder to students that they can take control of their anger before it explodes. Healthy coping skills are discussed, and there is a focus on the mandala. A mandala is a spiritual symbol that represents the universe (Mandala, n.d.). Students learn about the history and significance of the mandala and are asked to create one themselves as an example of a healthy coping skill.

After the anger scale, students are taught that anger is predictable and is always influenced by another emotion, such as fear, betrayal, or abandonment. Anger can also be caused by substance abuse (Larson & Timpson, 2001). Students review the anger sequence model, which depicts the progression of anger. To begin, there is a trigger, which is anything that can spark anger. Then there are cues a person is getting angry, like getting flushed or clenching fists. At this point, people hit the anger threshold where they either shut down or go off. If they go off, they then have a choice to make about what they are going to do with their anger. After they have made their choice, there is a consequence, whether it is positive or negative. Then there is the final outcome, where you can see whether the person took control of their anger or if their anger took control of them. For this concept, students were taught the different cues of anger, so that they may be able to tell when their anger is rising. Students were then given a paper mask and asked to recreate the face of anger. They were told to think of physical cues of anger, as

well as color symbolism, and facial expression. The masks were mounted on cardboard squares and decorated. On the back of the cardboard, students were asked to think of the anger sequence model and write it out with examples. Students wrote positive choices that could be made and what the consequence and outcomes could be if they decide to take control of their anger. The examples shown are from two different students and were chosen randomly.

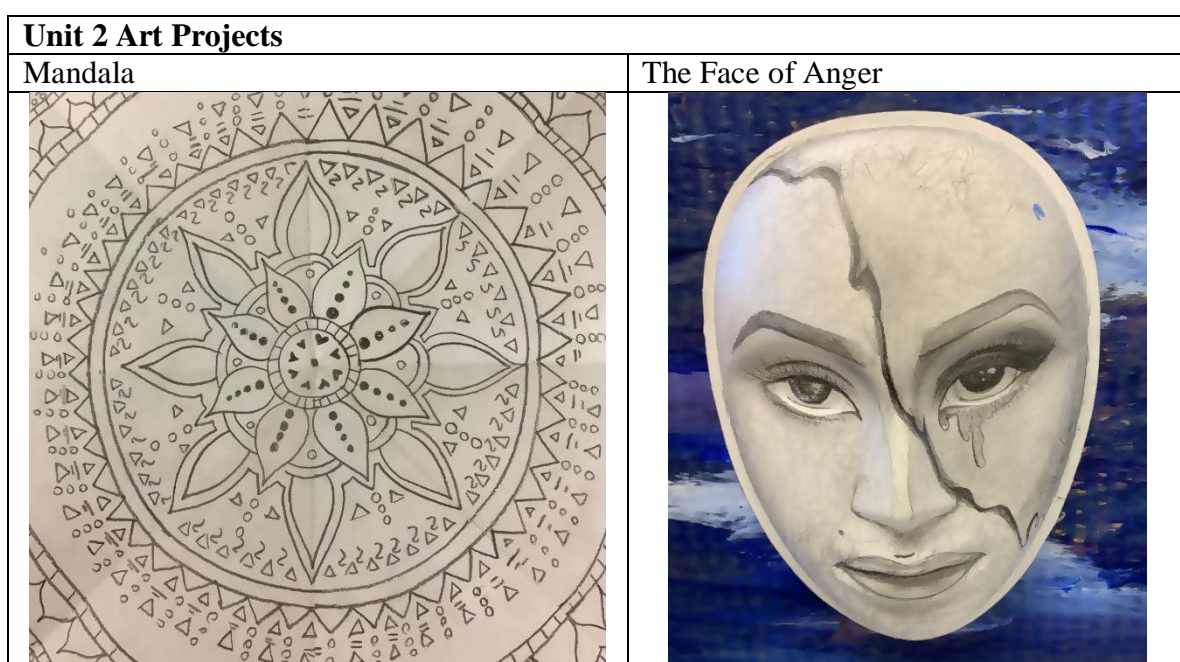


Figure 4: Mandala and The Face of Anger. Photos taken by author.

### Unit Three: Transactional Analysis

Transactional analysis is to analyze or examine the communication between people, to better understand the message and to aid problem solving. Sigmund Freud developed the idea that there are three ego states: parent, adult, and child (Berne, 2011). Age does not matter when concerning the ego states. The parent is concerned about others, as well as what is right and wrong. The adult is the reasonable and balanced ego state. The child ego state is concerned only about itself. In 1964, psychiatrist Eric Berne

wrote the book *Games People Play*. This book elaborated on the three ego states, creating the concept of critical or nurturing parent, adult, and OK child or not OK child. After introducing these concepts, students discussed the ways in which people communicate. In Larson & Timpson (2001), there is a chart which describes the characteristics of transactional analysis modes. Communication involves the typical spoken language and common phrases, but also includes body language, tone of voice, and characteristics (2001). For example, a critical parent has characteristics such as controlling, superior, and punitive; their body language is having hands on hips, pointing fingers, or having their arms crossed; their language usually consists of “you” messages such as “you couldn’t;” and their tone of voice is often sneering, condescending, and harsh (2001). A nurturing parent has characteristics such as supportive, protective, and encouraging; body language such as a pat on the back or a consoling touch; language such as “there, there;” and tone of voice that is sympathetic and loving (2001). Adult characteristics are rational, direct, and calm; body language is open and receptive; adults use language which include “I” messages and open-ended questions; their tone of voice is calm and self-assured (2001). An OK child has characteristics such as creative, curious, and joyful; uses body language that is smiling, excited, and exhilarated; their language is focused on fun such as “let’s play” or “let’s ditch class;” their tone of voice is often laughing and carefree (2001). A not-OK child characteristics are egocentric, rage, and manipulative; their body language is sulking, acting out, or pouting; their language has profanity and is often hurtful to themselves or others; tone of voice is whining, sullen, or giving the silent treatment (2001). After learning about these modes of transactional analysis, students drew characters which represented each mode. They focused on body language and language



to create their drawings. Performance art was included in this unit in the form of transactional analysis charades. Students picked an activity from one cup and a mode of transactional analysis from the other cup and acted that activity out in that mode. There was a focus on characteristics and body language, as they had to silently depict what they were doing. This gave the students the opportunity to not only see the modes in action, but to demonstrate them themselves.

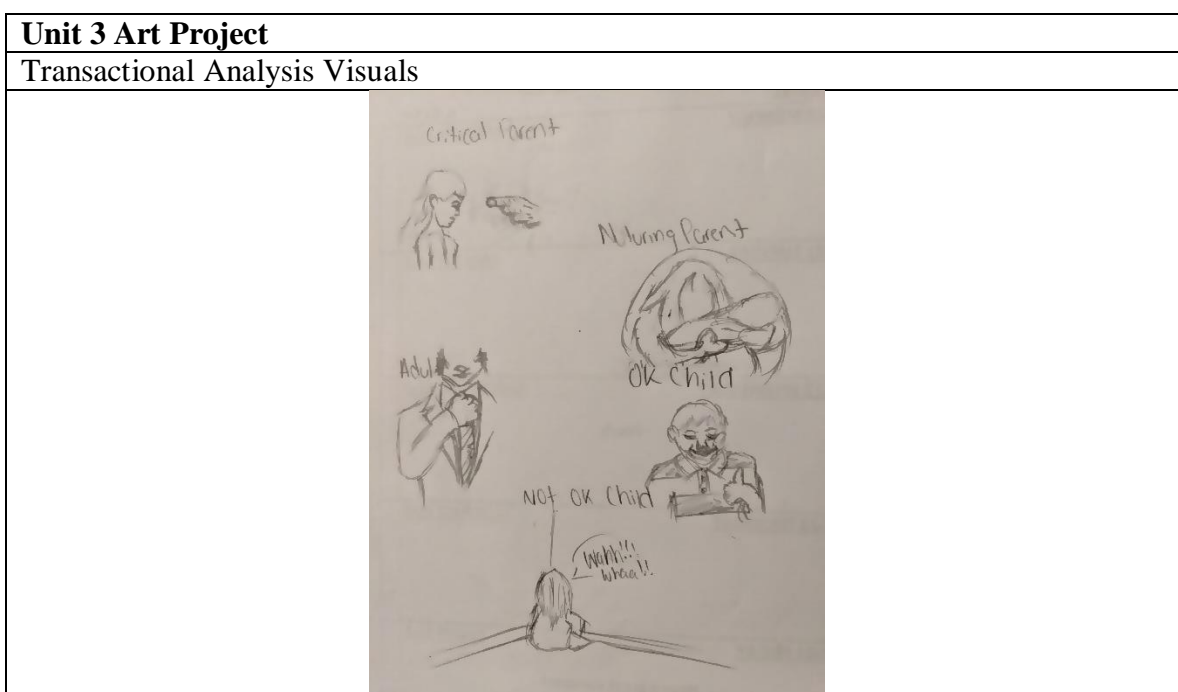


Figure 5: Transactional Analysis Visuals. Photo taken by author.

### Unit Four: Assertiveness Training

This is the shortest unit and focuses on behaviors such as aggressive, passive, passive-aggressive and assertive. Students also learn how to communicate assertively and use “I” messages when a conflict presents. The students created a final project which was artwork which demonstrated what they had learned in Discovery. They included what they thought was most important of the four units. They created a Discovery figure, with their choice of what kind of person to include. The figures were labeled with the

foundations of Discovery, the 6 Ps and attending skills on the hands and feet because those are the things we do and need to use regularly. The head is labeled for the anger unit, to show that anger can be controlled by your brain. The heart is labeled for transactional analysis, because it represents who you are and who you want to be. Finally, the mouth is labeled with assertiveness because it represents the things we say and the way we say it.

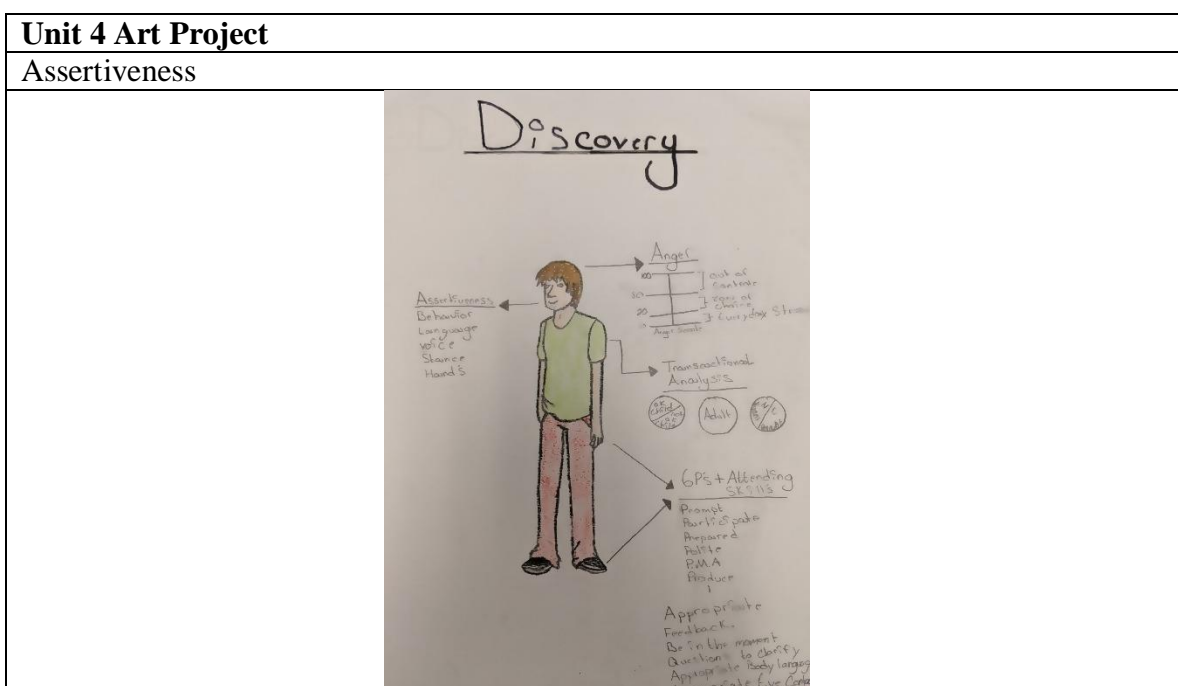


Figure 6: Discovery Figure (Assertiveness). Photo taken by author.

There were no more visual arts projects after this. However, students are expected to write and perform a role-play skit where they have characters in the different transactional analysis modes in a conflict. The purpose of the role-play is to demonstrate how to resolve a conflict by going into adult mode and being assertive by using “I” messages. The role-play was not included in my research.

## Reflections

### Unit One: Foundations of Discovery

For each of the student's art projects, they were asked a few questions pertaining to the unit and concepts around which their artwork was themed. The first art project of unit one was the Hopi hand spiral. The students were asked to answer two reflection questions related to the Discovery topic and were told that there were no wrong answers. The full responses are in a table below, and are taken directly from the student submissions so there may be misspelling and grammatical errors. The first question for the hand spiral was "What is the purpose of the Hopi Spiral and Discovery?" One student response was "The purpose of the Hopi spiral is to choose the right path in life and that goes for Discovery as well." This was a good description of what they had learned in class. The second reflection question asked was "How has your past influenced who you have become?" in which students had to think about when creating their art piece. One student answered, "My past has made me the person I am because of the mistakes I had, I learned from them," which aligns with the concept of the Hopi spiral. The students' different journeys were evident in their artwork.

Table 2: Hopi Hand Spiral Reflections

Project 1: Hopi Hand Spiral	
What is the purpose of the Hopi Spiral and Discovery?	How has your past influenced who you have become?
"Ima be honest I think is to help us pick our grade and I think like old things like art."	"Uhh a lot to be honest but I mean I can say is that is always gotta be ready for anything."
"The purpse of the Hopi spiral is to choose the right path is life and that goes for discovery as well."	"It shaped me in who I have become now. It effects how I view certain things."
"To get to know our selves"	N/A
"The purpose is to try to get to find yourself and see what makes you , you . Be adventurous and find yourself."	"My past has made me the person I am because or the mistakes I had I learned from them and the advice that adults or anyone has gave me ."
"To remember or see what makes you who you are today and what you want to do or be	"My past made me a stronger person and more independent."

in the future”	
“To describe who I am.”	“It has influenced me by having tough skin and moving into better things.”
“The purpose of the Hopi spiral was to show what made us ,us and the purpose of discovery is to Lear about the six p's and how to use them in a daily basis.”	“My past influenced me in becoming who I am today, strong, and independent”
“To look back at past behaviors and to learn new skills that lead to better behaviors and results in the future.”	“It has influenced me by helping me correct and to not make the same mistakes.”
“To see what makes you who you are today”	“By a lot it made believe what I believe up to day”
“To learn about our past and become better.”	“Past built me to withstand the pain that comes my way”

The reflections showed me that students had an initial grasp of what Discovery was and how the Hopi spiral fits into the curriculum. It also reveals a little bit about them and how their pasts have influenced who they are.

The second project of unit one was the six P circles. Not many students completed the Google form reflection. Students were asked “What's the point of following the 6 Ps?” One student answered, “To be successful and a way to keep you on track,” which demonstrates a general understanding of the purpose of the six Ps. The second question was, “How could the 6 Ps be used outside of school?” It is essential that students understand that the skills they learn in Discovery can be used and applied to all aspects of life, and could be applicable in most students’ future careers.

Table 3: 6 P Circles Reflections

Project 2: 6 P Circles	
<b>What's the point of following the 6 Ps?</b>	<b>How could the 6 Ps be used outside of school?</b>
To show that you are engaged in the class and to show that you know what you are doing and that you understand.	You could use then at work
To be successful and a way to keep you on track	Like if you need a job you can be polite in your interview
It’s an important school foundation that can be used outside of school	Used to be a good worker at future jobs

The reflections for the 6 P circles show that students have an understanding of the significance of the 6 Ps. From the reflections, I do not know whether the students had memorized the 6 Ps and their definitions, or whether the project helped them to understand the material better.

For the next project, students learned about the attending skills and created a comic strip representing a character that was using an attending skill and a character that was not. The reflection questions asked, “How do the attending skills help you to succeed?” and “Did making the comic strip help you to get a better understanding of the attending skills? Why or why not?” I was hoping to see that the students showed an understanding of the purpose of the attending skills, but I also wanted to know whether they felt the art project was helping them learn the material. In response to how the attending skills help you succeed, three students responded that it helps to keep them on track. When asked whether the creation of the comic strip helped them to better understand the material, all students who responded said yes.

Table 4: Attending Skills Comic Reflections

Project 3: Attending Skills Comic	
How do the attending skills help you to succeed?	Did making the comic strip help you to get a better understanding of the attending skills? Why or why not?
The attending skills help me succeed because it keeps me on track and teaches me the correct way to approach a problem.	Yes, because it showed different examples on how to do and no do to show attending skills.
They help you show the teacher or anybody that you are talking or working with that you are understanding what is going on and what you have to accomplish.	Yes but I already understood the attending skills without it.
They help us succeed by keeping us on track.	Yes and helped me understand.
I can see the wrong way to do it and the right	Yes because it kinda gave me a way for I can understand
Keeps you on track	Yes because I visualized how I can use this skills in class

This reflection showed me that most students understood the purpose of using attending skills. It also validated that the art projects are assisting in understanding the material, but I still am wondering exactly what parts helped them to better understand because students did not elaborate in their reflection.

## Unit Two: Anger Management

The second unit offered two more projects. The first was a mandala drawing. Due to the fact that we were learning about coping skills in class, I asked the students to reflect on their healthy coping skills. Three students said they would go for walks or listen to music, while two students said they would draw. I also asked if the creation of the mandala helped to relieve any stress, and only two students said that it helped.

Table 5: Mandala Reflections

Project 4: Mandala	
What are some of your healthy coping skills?	Did the mandala help you to relax or relieve stress? Why or why not?
Taking a walk listening to music	Its did not because it was confusing for a little bit of time.
Some of my healthy coping skills are listening to music and going for a walk.	Yes the mandala help me relax because all you had to do was trace it.
Listen to music and take walks	I kind of didn't get it
Drawing	Yes it relaxed me a lot
Know your drawling	Not really my fingers hurt

The reflections showed me that the students understood what healthy coping skills were, which is what I wanted from this section of the unit. I was disappointed to see that several students did not find the mandala to be a relaxing experience. A couple of students found it to be a calming coping skill, but the others didn't seem to understand the concept of the mandala.

The second project in the anger unit was the anger mask. The first question I asked was "How do you wear a costume on an everyday basis?" Some of the students

understood the question, answering “When I’m sad I always have a smile on my face,” where another answered, “Just wear it.” The next question was “How has anger affected you negatively in the past?” This was a chance to get to know my students’ individual experiences with anger, and allowed them to see that anger rarely has positive consequences. One student responded, “It can both hurt me physically and mentally. For example, punching a wall.” Others had similar consequences from being angry. The last question asked “Did making this mask help you to better understand anger and the anger sequence model? Why or why not?” I again wanted to have a chance to know whether or not students found this art lesson to be beneficial. Most students agreed that it helped them to understand the material better, one stating “...it gives me a better understanding of how to control my emotions.” However, another student said, “Not really because it’s just a mask.”

Table 6: The Face of Anger Reflections

Project 5: The Face of Anger		
How do you wear a costume on an everyday basis?	How has anger affected you negatively in the past?	Did making this mask help you to better understand anger and the anger sequence model? Why or why not?
When i am sad i always have a smile on my face.	Anger has got me into a lot of trouble before.	Yes it has because its another way to present it.
I act like I don't care	Lost many friends and family	Yes because everyone expresses anger different
Laugh is out	Fighting with others	Yes it gives me a better understanding of how to control my emotions
You wear a costume to hide your emotions or sum you know	It can make you regret some things to did or say.	Yes because it show what looking or sounding anger look like
You wear a costume everyday by the mood your in. Like if you happy. You would be smiling.	It can both hurt me physically and mentally. For example, punching a wall.	Yes, it shows many ways anger can be presented.
No	By making my fists red	Not really because it's just a mask
Just wear it	It has affected the respect my family has towards me	It did because I know what anger could look like and what anger could look like

The reflections showed me that I should have discussed some of the questions as a group beforehand, so that students had a better understanding of what was being asked. For the most part students had a grasp of the negative effects of anger and learned that anger is predictable. The reflections also told me that the majority of the students found the mask to be helpful in learning about anger and the anger sequence model.

### **Unit Three: Transactional Analysis**

For the third unit, students created visuals of each mode of transactional analysis. They did these in their visual journals, rather than handing them in via Google Classroom, so there was no reflection attached. Based on my own observations, I believe the assignment helped students to understand because they could visualize certain behaviors related to each mode of transactional analysis.

### **Unit Four: Assertiveness Training**

For the fourth and final unit, students created a project to not only reflect on their assertiveness training, but the entire quarter of Discovery. Due to this, the reflection questions posed covered the entirety of Discovery. At the end of the school year, it was a struggle to have students turn in work, and because of this only a few submitted their artwork and even fewer filled out the reflection form. The first question posed was “What was the most important thing you learned in Discovery?” Of the students who responded, they were split between the anger unit and the 6 Ps. The second question asked was “Has making art projects that go along with the units helped you to better understand the material? Why or why not?” All students answered that they believed that art projects assisted in their learning, one saying it “...gave me the opportunity to better understand the topic.” The last question asked was “Have you or your behaviors changed as a result



of Discovery? Explain.” Most students agreed that their behaviors had changed, with some specifically stating that they were able to control their anger or emotions better than before. One student had the thought “...I'm the way I am because I want to be and this is how I was raised...”

Table 7: Discovery Figure Reflections

Project 6: Discovery Figure (Assertiveness)		
What was the most important thing you learned in Discovery?	Has making art projects that go along with the units helped you to better understand the material? Why or why not?	Have you or your behaviors changed as a result of Discovery? Explain.
I think the anger part	I say yes because people see it different ways so it's nice to see how others see it	No because I'm the way I am because I want to be and this is how I was raised it I truly wanted to change I would let it
How to manage my emotions	Yes it has given me a better understanding of the topic and gave me the opportunity to better understand the topic	Yes my behavior has become more passive and I have been better at controlling my anger and communicating my emotions
The most important thing I've learned in discovery is the 6p's	Yes making a project with the units help alot because it helps us produce the units and to better understand them.	Yeah I have changed my behavior I would get angry at my parents alot but Knowing the anger magament scale helped me control my anger
The 6 ps	Yes it does and because having a physical explanation is good for me	Yes. I now control my emotions better now.

I interpreted these final reflections and found what the students thought to be the most important parts of the Discovery curriculum, which were mostly the anger unit and the foundations of Discovery unit. It also told me that students felt that their art projects assisted in their understanding of the material. One of the students had failed Discovery several times before finally passing this Discovery class, and this time with an A – indicating to me that at least some of these students needed the art component to comprehend and use the material learned in class. For the last question, I wanted to know how students have internalized the lessons in Discovery and found that for the most part, students felt that their behaviors changed as a direct result to taking Discovery.

## Student Interviews

### Interview 1

Students in both Discovery classes were given interviews. The first interview occurred two weeks into instruction. The full transcripts are in Appendix D. All alphanumeric codes beginning with the letter K were enrolled in the Discovery and art course, all codes beginning with the letter C were in the typical Discovery course.

**Question 1.** The first question asked was “What is Discovery?” Since students had already experienced the class, they were able to give fairly accurate answers. The students in the Discovery and art class, however, seemed to have more of a grasp on the themes of Discovery, with student K4 answering “The way I see it, Discovery is to discover yourself and what you can do to be a successful person,” and student K5 answering “...it’s basically like preparing you for the future... so you can get a little bit more of an understanding of talking to people and then expressing your feelings...” Some of the students in the typical Discovery class understood the concepts of Discovery, but Student C2 answered “Discovery is like explaining like trying to figure out something about what happened or what it is,” and student C4 answered, “Discovery is the history of a subject, within the timelines of our history,” which does not demonstrate a complete understanding.

**Question 2.** The second question of interview 1 was “Do you think Discovery could help you in school and outside of school?” All students in both classes answered yes to this question, but gave different reasons as to why. A student from the Discovery and art class, K1, answered “...it can teach you how to act around people, how to approach problems, how to see the positive side of things.” Student C3 answered

“...lately in there, we’ve been talking about dealing with your emotions and being in groups and stuff. So, I think it helps you in the outside world and in school to control your emotions at the right time and place.” Students were able to take what they have learned thus far in Discovery and look for ways to apply it in other aspects of life.

**Question 3.** The next question was “How does or did art help you learn about your feelings or how you relate to others?” For the most part, students related art to their feelings and a way of expression. Student K1 said “It can express how you’re feeling without telling somebody and a way of expression.” Student C3 answered “...for me, art relating to your feelings, whatever you’re feeling you can just draw it all down on the paper.” While none of the students answered how you relate to others with art, they mostly had a firm understanding of the emotional aspect of the arts.

**Question 4.** The last question was “What do you think you could learn from art and Discovery?” Students in the Discovery and art class already had experience with combining art and Discovery, where the other class did not. It was not an expectation for the typical Discovery class to know how to answer this question, and some struggled with it. Student C1 answered “Art I think you could be better at what you love to draw or paint. Discovery is... to help you become someone better,” demonstrating a disconnection between the two subjects. Whereas, student K5 responded “Learning how to express myself a little bit more, and being comfortable and having the confidence to put myself out there rather than being like independent and anti-social,” which references the team building exercises we had been doing in class that week.

## Interview 2

The second interviews had some of the same questions as the first, as I wanted to see if any answers had changed. The second interview was conducted three and a half weeks after the initial interviews. One student, K8, was unavailable for the second interviews, so there were only four of the Discovery and art students participating in this set of interviews.

**Question 1.** The first question was again “What is Discovery?” When reviewing the interviews, I found that my students had a firmer grasp on the concept of Discovery than the typical Discovery class. K1 referenced the 6 Ps, something that we went over the first week of class. Another student, K3, discussed what was currently being taught in the class, saying “... Discovery class is a way of... reflecting our feelings and emotions that we have and viewing them in a different way and how to respond when you’re feeling them. And the way we are doing that in this class is through art and being interactive...” However, I did have one student, K5, who did not know how to answer this question. The students in the typical Discovery class did not answer as well. There was one student, C3, who seemed to have a good grasp on the concept, answering “Discovery is a class to help you with your skills, your life skills. It helps you with your anger and controlling situations, becoming an adult, basically.” This shows an understanding of the purpose of Discovery and the current learning in the classroom. However, two students, C2 and C4, described Discovery as akin to history.

**Question 2.** The second question asked was “Do you think Discovery can help you in school and outside of school?” All students, except for one, said that Discovery can help in and out of school. My students gave examples of controlling emotions and

communication skills as a way to incorporate Discovery into their lives. A student in the typical Discovery class, C1, discussed attending skills and communication, and teaching others the concepts of Discovery. This shows that students have been able to visualize how to use Discovery outside of the classroom.

**Question 3.** The third question, “Does art have any social or emotional benefits?” was mostly answered with a “yes,” but it looks as if students did not understand social aspects of art, focusing more on the emotional benefits. Students in my class discussed the calming nature of art, and how it can be used as a coping skill, as well as expression of emotion in art with K5 stating “...I feel like you express yourself through your artwork.” Only one student in the typical Discovery class elaborated on their thoughts coherently, saying that “...if an artist is trying to give out a message...” they can “...do art and show how they feel about it.” Based on responses, it seems that the Discovery and art class has tied artwork to expression of emotion and students considered its emotional benefits more so than in the typical Discovery class.

**Question 4.** The fourth question, “Do you think Discovery is important?” was a way for me to gauge how useful the students thought Discovery was. All of my students stated that they thought Discovery was important. K4 said that it is helpful because “...sometimes if you’re in a bad place, you might not know what to do, and it can help you in your toughest times.” This student connected the importance of Discovery with emotions and difficult situations which they may experience. Most of the typical Discovery students also thought the class was important. C3 discussed how if they had not come to Juniper High School they may have said no, but after being in the class has

found that it really helps. This shows that most students find Discovery to be an important and helpful part of the school's curriculum.

**Question 5.** For the fifth question, I also wanted to know students' thoughts on art and asked them "Do you think art is important?" I was surprised that a few students thought about the importance of art to others and not definitively themselves, with K5 stating "It can be, but it just depends on your interests." These students thought it was important to some people but not necessarily important to everybody. There was not a huge difference in answers between the two different classes, and showed for the most part that students found art to be important, but maybe not as important as they feel toward Discovery.

**Question 6.** The sixth question was "What did you learn from art and Discovery?" I asked this to both classes, even though the typical Discovery class did not really incorporate the fine arts. Before interviews began, I informed the typical Discovery students that they may not be able to answer some of the questions fully, and that was okay. I needed to use all the same questions in my interviews because I included the questions in my IRB. For the most part, my students were able to connect art and Discovery, with K4 saying, "I feel like what I learned was it helps me better understand what we learned... you can have a visual of what it is, not just the definition of it." This is something I was hoping for while doing my research – having students appreciate the integration of the arts in the Discovery class to increase learning and understanding of the material. The typical Discovery class did not make connections between art and Discovery. One student, C3, was also taking a drawing course with me at the time and stated, "From art I just learned to draw, and Discovery is to help with your emotions."

This shows a disconnection between the two subjects, which is to be expected from students in the typical Discovery class.

**Question 7.** The seventh question was, “Do you think you could use what you have learned in Discovery and art to change your behaviors or actions? If yes, please give in example, if not explain why.” I chose this question because I wanted to know exactly how students would use what they learned in Discovery and art. One of my students, K1, connected Discovery and art, and referenced the mandala that we created in the anger unit as a coping skill. Most of the other students just spoke about Discovery, not art. K4 thought Discovery could change behaviors and actions because “...I used to fight a lot, and you don’t always have to fight. You could just talk it out.” This shows a current application of skills learned in Discovery to change negative behaviors. C1 and C3 also referenced becoming angry and how to use the skills they have learned. There was not a great difference in the answers to this question, with most referencing how to control emotions.

**Question 8.** The final question for the second interview was “Do you think art helps you to better understand the themes of Discovery? Why or why not?” For the most part, my students felt like art had helped them to better understand the material, with K1 stating, “...you get your own perspective out of it, you get to be more creative with it by doing it yourself and not just having people tell you about it.” I was not expecting the typical Discovery class to be able to accurately answer this question, but two of the students attempted an answer.

Student C1 gave an example of drawing out a conflict and how you can essentially show the dynamics of that conflict through art. C4 again related Discovery to

history and how art can help to explain history. This shows that my students have more of a grasp on how art and Discovery are related, which is to be expected. K3 even stated that they believe art and Discovery are "...really close together," and "...it's a really creative way of having a Discovery class and doing stuff through art." The second round of interviews showed me that all students are growing in their knowledge of Discovery, but it seems like my class may have a firmer grasp of concepts than the other class, at least for those who were interviewed. It also shows that my students appreciate the incorporation of the arts in Discovery and feel like they are better able to understand the material because they are getting hands-on experience and are able to see different perspectives.

### **Interview 3**

The third and final round of interviews were completed a day or two before students took their final in the last week of the quarter. This was week nine, and students had finished their learning in Discovery for the quarter. Many questions were asked again, to see if there is a change in answers. Some of the answers given were very short and concise, leaving less of an explanation than previous interviews. I contribute this to it being the end of the school year and students lacking effort.

**Question 1.** For the first question "What is Discovery," I found that the majority of students had a firmer grasp on the concepts of Discovery than they did in previous interviews. K5, who said in the second interview "I don't know how to answer that question," had progressed to answering "...it's a class that teaches you how to work with other people and figure out your own personality and why you act certain ways," in the third interview. I feel like this student became more confident in answering questions



during the third round of interviews. There were still two students from the typical Discovery class that attributed the concept of Discovery to that of history. It makes me wonder where these students made these connections, as their classmates were able to associate Discovery with life skills outside of the classroom.

**Question 2.** For the next question, “Do you think Discovery can help you in school and outside of school,” all students agreed that it did, even the student who disagreed during the second round of interviews. This shows me that the students grew during Discovery and are able to think about the concepts and skills learned and how they can be implemented in other aspects of life.

**Question 3.** The third question asked, “Does art have any social or emotional benefits?” All students agreed that art does have social or emotional benefits, but again focused on the emotional aspect of the question. Students in my class spoke about using art as a coping mechanism to calm down or destress, while students in the typical Discovery class did not or could not elaborate in their answers. This shows me how students in my class have been able to understand their emotions and what they have learned in Discovery, and connect it their artworks or art in general.

**Question 4.** When asked if students thought Discovery was important, all except one student in the typical Discovery class agreed that the class was important. When expressing why the students thought it was important, most students attributed it to the ability to recognize their emotions and control anger. It seems like the anger unit was the biggest takeaway for the majority of students.

**Question 5.** The fifth question asked students if they thought art was important. All students agreed, but again did not attribute the importance to only themselves, but

others as well. This tells me that while they find the Discovery course to be important, they may find it to be more essential than art itself.

**Question 6.** The next question, “What did you learn from art and Discovery?” was again asked with the assumption that the typical Discovery class may not know how to answer. The students in my class looked more at the big picture than they had before, and referenced how it can be used, K8 stating “Everything that I’ve learned from that class is something I can take with me into the future.” The typical Discovery class had similar answers to the second interviews, many discussing how Discovery can help with emotions. This shows me that my students in Discovery and art, at the end of the nine weeks, were looking at Discovery as a whole and attributing the skills that they have learned within the class to their present and future.

**Question 7.** The seventh question asked whether or not students could use Discovery skills and art to change their behaviors or actions. All students agreed that they could, which is similar to their second interview answers. Several students said they could use the skills they have acquired, to teach others or help other people who may be experiencing negative emotions. Several students also said that art could be used as a coping mechanism to calm emotions, which is what most students referenced in their second interview. This shows me that while students still have a focus on using art as a coping skill in Discovery, many are looking now at how to incorporate Discovery when concerning others.

**Question 8.** The eighth question asked whether students found art helped them to better understand the themes of Discovery. Again, I was not expecting accurate answers from the typical Discovery class. All of the students in the Discovery and art class agreed

that art helped them to better understand. K4 said, "...it shows other people's way of seeing it." This tells me that students in my class felt they were able to get a better understanding not only through making their own artwork, but seeing how other people made their artwork. The two students in the typical Discovery class that agreed again attributed art with emotions.

**Question 9.** The ninth question of the third round of interviews was new, and helped me to get feedback on the way the class was structured. I asked students "If you could change one thing about your Discovery class, what would it be?" Some of the students in my class felt that the class' pace was too fast and said it should be slowed down. Due to the fact that the Discovery and art classes were incorporating projects into the curriculum, I can see where some students may have become more overwhelmed than in the typical Discovery class. This tells me that perhaps the projects should have been on a smaller scale so students would be able to finish them in a timelier manner, or by letting students know that it is okay to have a project unfinished as long as they have tried.

**Question 10.** The last question I asked students was if they would consider pursuing art in school or in their personal life. All of the students in the Discovery and art class said that they would pursue art, even K3, who had previously stated he did not enjoy art because he was not good at it said he would like to get a sketchbook or use his Surface Pro to make art. Two of the students in the typical Discovery class were unsure if they would pursue art, while the other two said they would probably pursue art because it is fun and a good way to "release emotions." This shows me that the students in my class have seen the value of the arts and would like to have a future which includes them.

All in all, the interviews have shown me growth in all students, but I feel like the answers from my classes were more eloquent. I have found that students find Discovery to be more meaningful and are able to understand the concepts more when art is implemented into the curriculum. While I see that students in the typical Discovery class had some growth, many of their answers did not look at the big picture and the future use of Discovery skills.

## CHAPTER V

### CONCLUSION

From what I have seen, I do believe that the implementation of art in the Discovery program has made a lasting impression on the students I have taught. There are several students who have failed the class in the past who thrived when art was included in the curriculum. Those who did not do well likely fared poorly because of attendance and suspected substance abuse issues. I could see that the students who attended often were able to make deeper connections with the material taught in Discovery because it allowed them to be more hands-on and problem solve ways to incorporate the learned material in a visual and kinesthetic manner.

#### **Findings/Themes**

Overall, I have found through pre- and post-tests that students in Discovery and art showed greater improvement over the course of a nine-week quarter. This shows that my students were able to absorb more information and develop better understanding through the creation of hands-on visual art projects. Students told me through reflections and interviews that they felt the art projects improved their ability to comprehend the material. I also found that with the addition of art, students discerned that the curriculum was more meaningful. The students in Discovery and art, in general, performed better and were able to demonstrate a more complete understanding of concepts than the typical Discovery class.

### **Research Answers**

The first question I asked was: How can adding visual arts to the Discovery program assist students with social emotional learning? It can assist because students are able to better comprehend the curriculum through hands-on experience and the ability to view different perspectives and understandings of the material.

How can art help students with social emotional issues? I have found through my research that art is a way for students to communicate where words may fail them. While teachers are not therapists, they can help students to express themselves and cope with any social emotional issues they may have.

How can the Discovery program assist in developing social emotional learning? The Discovery program can help with social and emotional learning through the teaching of expectations and skills to do well in school, work, and relationships. It also allows students to understand their emotions and gives them tools to learn how to cope with them. It informs them what kinds of behaviors are appropriate and how to work with difficult people. Lastly, it teaches students how to communicate effectively and introduces appropriate ways to interact with people including standing up for yourself and others. It builds a community within the classroom, as well as the school.

Can the implementation of art within the Discovery program better assist students in developing social emotional learning? I have found that the implementation can better assist students. Between the pre- and post-test results, reflections, and interviews, students have shown that they benefited from art in the Discovery program, which in turn assisted in developing their social emotional learning.

Can art make the Discovery program more meaningful to students? This question is broader, and while I cannot answer for all students, there was evidence that most students who wrote reflections and participated in interviews felt the program was more meaningful with the implementation of art. I feel like the artwork that students created throughout the course of Discovery and art could be made more personally meaningful, and that is something that I could implement in the future.

### **Research Findings Relative to Literature**

Implementing art into the Discovery curriculum benefited the majority of students in my classroom. There is literature which presents a strong argument for integrating arts and academics (Hunter et al, 2018), not just the Discovery program. According to Hunter (2018), “children who practiced a specific art form developed increased attention skills and improved their general intelligence” (p. 132). I truly believe that the addition of art to any subject will assist in student success.

### **Possible Improvements**

The biggest issue students seemed to have with the Discovery and art class is the pace in which learned concepts and art projects took place. While it is not possible to change Juniper High School’s schedule or curriculum, I believe it would be of benefit to have Discovery a semester long course rather than a quarter. It would allow for students to delve deeper into the material and develop artwork that is more significant to them.

There was also a project, the mandala, which not all students found to be beneficial. I would like to develop a lesson plan which improves upon the mandala to make it resonate more with the students. I could do this by creating a survey which asks students about their interests and use that to guide my lessons.

I also think this course could have been improved with more use of student visual journals. The students used their visual journals to take notes and make some sketches, but they could have been used more to assist in exploration and idea generation.

### **Plan of Action**

My principal wanted me to share my findings with my staff at the end of the school year, but I had not finished my data collection and there was no time for me to do so. I would like to share my research with my staff and may see if I am able to do so during a teacher work day at the beginning of next school year.

In the future, I will not be teaching a Discovery class, but I hope to share my findings, projects, and lessons with other educators. I do plan to implement more social emotional learning in the art classroom. I believe it is important for students to build relationships and learn to communicate in appropriate ways. I can do this through the inclusion of visual journals and reflections based on students' social and emotional wellbeing within the curriculum. I can also help to introduce the students to coping skills that help them manage their anger and frustration. I want to build resilience in my students and can do so by making failure an expectation, and learning from it to make amazing works of art.

### **New Questions**

The questions I have at the end of my research are: Will my students continue to use Discovery after the class is over? Will there be long-lasting social emotional benefits for my students? How could another teacher incorporate the arts more in his or her classroom? How could I have adjusted the pace in the class?



### **Recommendations**

It is my recommendation that Discovery teachers implement more fine art into their curriculum. I will share my research, as well as lesson plans, with the Discovery lead teacher at Juniper High School. The projects that I developed, I believe, are simple enough that they could be taught by someone else, even if they are not an art educator. It is my hope that with the addition of the fine arts to Discovery, more students will flourish in the program.

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## APPENDICES

### Appendix A

#### IRB Assent Form

#### ASSENT FORM FOR HUMAN PARTICIPANTS IN RESEARCH UNIVERSITY OF NORTHERN COLORADO



Hi!

My name is Karen Dyra and I'm the Art teacher at Jefferson High School. I am also a student and researcher at the University of Northern Colorado. I am currently researching how learning about art can assist in social emotional learning through the Discovery program.

All students in my Discovery classes will be learning about social emotional issues and how they relate to making art, but only a few students will be asked to volunteer to participate in my research. If you volunteer to participate, I will be asking you some questions on three separate occasions about using your social emotional skills, as well as your experiences with Discovery and art. For each question I will want you to explain your answer; but this isn't a test or anything like that. There are no right or wrong answers and there won't be any score or grade for your answers. I will use an iPad to record what you say; I will only be recording your voice. It should take less than 10 minutes for you to answer my questions on each of three occasions. I'll ask your teachers for the best time to talk with you so that you don't miss anything important.

Talking with me probably won't help you or hurt you. Your parents have said it's okay for you to talk with me, but you don't have to. It's up to you. Also, if you say "yes" but then change your mind, you can stop any time you want to. Do you have any questions for me about my research?

If you want to be in my research and talk with me about Discovery and art, sign your name below and write today's date next to it. Thanks!

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Student

Date

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Researcher

Date

## Appendix B

### IRB Parent Permission Form

#### CONSENT FORM FOR HUMAN PARTICIPANTS IN RESEARCH

**Title of study: Effects of art in social emotional learning for students in the  
Discovery Program in an alternative high school setting.**

**Connie Stewart · Karen Dyra**

**School of Art & Design · (970)-351-2426· [connie.stewart@unco.edu](mailto:connie.stewart@unco.edu)  
(708)743-3907· [dyra2360@bears.unco.edu](mailto:dyra2360@bears.unco.edu)**

My name is Karen Dyra and I am the art teacher at Jefferson High School. I am also a student and researcher at the University of Northern Colorado. I am currently researching how art can affect social emotional learning, using the Discovery Program as a basis. Students will attend their regular Discovery class with art implemented to support lessons. The purpose is to see whether or not art will allow for better social emotional learning when introduced to the Discovery Program.

**Purpose and Description:** The purpose of this action research is to explore whether or not the Discovery Institute and art have social emotional benefits to students. I will evaluate if students respond to artmaking as part of the Discovery program. Jefferson High School uses the Discovery Institute to assist in student behaviors and allow them to recognize their ability to control their actions and better cope with troubles in their life. The Discovery program is already ingrained within Jefferson; I want to see if the program can be improved with the application of more fine arts components. The purpose of Discovery is to look back at the past to create a future and better understand life. From the point of birth, we have events happen to us that cause us to learn that when we hit a rough patch. We can look back and see what we did to overcome it and do it better next time. Discovery helps students to explore these aspects of their lives and learn to make changes. Where Discovery can help students to articulate their thoughts in an adult manner and abilities to make changes in their behavior, art can reach them on a more emotional level.

All students will receive the same education whether they are part of the study or not.

If you choose to allow your child to participate, they will be asked to do what is normally asked of students in Discovery and take a pre- and post-test. Students will regularly attend Discovery and participate in the same lessons as the rest of the class. Students will be asked to have three interviews throughout the next semester. One interview will be during your Discovery class, one toward the end of the quarter, and one toward the end of the school year. These interviews will be recorded for audio only. During the interviews,

students will be asked about their experiences with Discovery and art. In our analysis of the recordings, we will investigate the extent to which art has had an effect on your social emotional learning in Discovery. The data collected will be kept on a personal iPad that is unable to be accessed by anyone who is not a researcher on this project. All names will be changed and any personal information will not be used in the research.

Risks to participants are negligible. The study procedures are very similar to what a student might experience in a Discovery course. Student participation (or non-participation) — and, if they participate, their interviews and pre- and post-tests— has no bearing on any grade in the Discovery course. At most, students could be nervous or embarrassed when interviewing— but even this seems unlikely, given it will be one on one with a person they know. Please note that we are not “evaluating” their educational performance; rather, we are simply measuring whether art has helped to support social emotional learning process in a Discovery class.

We will take every precaution in order to protect anonymity. During the study, we will assign alphanumeric codes, and the recordings will be labeled according to that code, rather than with a name. No one besides the researchers will have access to those recordings. Data collected and analyzed for this study will be kept on password-protected computers accessible only by the researchers. When this study is complete, results will only be reported in the aggregate; no individual participants’ performance will be disclosed. (At the end of the experiment and at your request, we would be happy to share the results of our study with you.) You will not benefit from participation in this study.

Participation is voluntary. You may decide not to have your child participate in this study and if they begin participation you may still decide to stop and withdraw at any time. Your decision will be respected and will not result in loss of benefits to which you are otherwise entitled. Having read the above and having had an opportunity to ask any questions, please sign below if you would like to participate in this research. A copy of this form will be given to you to retain for future reference. If you have any concerns about your selection or treatment as a research participant, please contact the Office of Research, Kepner Hall, University of Northern Colorado, Greeley, CO 80639; 970-351-1910.

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 Participant’s signature

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 Date

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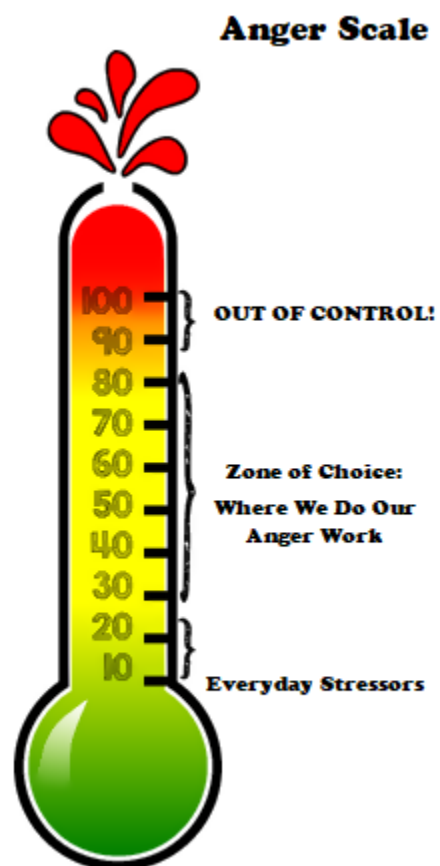
 Researcher’s signature

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 Date

## Appendix C

## Anger Scale





## Appendix D

### Student Interview Transcripts

Interview 1	
Question	Student Answers
What is Discovery?	K1: "It's learning about the 6 Ps, like polite, attitude, how you would act in class, how you would treat others."
	K3: "Discovery is a way to get to know yourself mentally and see who you are and also try to change who you are as a person."
	K4: "The way I see it, Discovery is to discover yourself and what you can do to be a successful person."
	K5: "I don't know like the main meaning, but I do know it's basically like preparing you for the future, I guess. So you can get a little bit more of an understanding of talking to people and then expressing your feelings and stuff like that."
	K8: "Discovery, to me, is where you find more about your school, and sort of about the six Ps, and you learn more about yourself and learn how to be more respectful, and more... a better person, and it's a good environment."
	C1: "Discovery, I don't know, I'm in a Discovery class. So, like, it's mainly about skills you've got to work on, teamwork, and how things could be in life if things could go wrong and you could fix it."
	C2: "Discovery is like explaining like trying to figure out something about what happened or what it is."
	C3: "Discovery is a class to help you get skills to help you interact with other people."
	C4: "Discovery is the history of a subject, within the timelines of our history."
Do you think Discovery can help you in school and outside of school?	K1: "Yes, it can teach you how to act around people, how to approach problems, how to see the positive side of things."
	K3: "Yes, Discovery can change people. Like, when we do take our notes and stuff, people can like review through that and like reflect how the way they act and the way they should act. And they can use that in the outside world and in school."
	K4: "Yes, because here we talk about what you can do when you're mad or how to control yourself, I guess. And you can do that outside of school."
	K5: "Yes, because I feel like it lets you be comfortable around other people and it lets you express things that you may like... so, like, some people that keep everything in, and it's like no, it's okay to talk about it."
	K8: "In both, because it is... because learning about the woods, the outdoors, "leave footprints and take pictures" like leave things, and I learned about that and I think I could use both of them outside."
	C1: "Yes. I say yeah because Discovery is helping you with your anger, like responsibility, and things that can really go forward in life that can help you."
	C2: "Yes, because if you're going to college you can have databases of what you're looking up, or say like, you're trying to do your own work at home and you know what's going to be happening. In school you have to do more with other people."
	C3: "Yes, it can, because lately in there, we've been talking about

	dealing with your emotions and being in groups and stuff. So, I think it helps you in the outside world and in school to control your emotions at the right time and place.”
	C4: “I think it can, because in order to graduate I think you would need a Discovery credit because it could help you out in life.”
How does or did art help you learn about your feelings or how you relate to others?	K1: “It can express how you’re feeling without telling somebody and a way of expression.”
	K3: “I don’t really like or do art because I’m not that good at it, but I mean, it does relax you sometimes drawing, but I don’t know about that one.”
	K4: “I feel like I believe in the saying “pictures speak more than words,” so yeah, I guess.”
	K5: “I feel like art helped me with like, say I was having a bad day, like Discovery and art was like my time to escape from the world. It was cool to draw and stuff like that.”
	K8: “I don’t know.”
	C1: “Art is like, you can paint how you express how you feel, or like what you see is pretty out in the world.”
	C2: “It’s like your drawing or painting, you could be drawing things out about your emotions or drawing something that you like to do or what is making you mad or something. So you can draw it out.”
	C3: “Well, for me, art relating to your feelings, whatever you’re feeling you can just draw it all down on the paper. So, I think it does help.”
	C4: “Art makes me feel happy, and it makes me feel calm to put my skills out there so that people can see it.”
What do you think you could learn from art and Discovery?	K1: “You can learn how to work together, how to do group projects.”
	K3: “I feel like that’s a really creative way to make Discovery, because art is so calming and relaxing. Like, it just calms people, like they just forget what they’re doing and they’re actually paying attention to like drawing or doing other stuff.”
	K4: “I guess the different ways that you can express yourself and the wrong or right way to express yourself.”
	K5: “Learning how to express myself a little bit more, and being comfortable and having the confidence to put myself out there rather than being like independent and anti-social.”
	K8: “I could learn how some people express themselves through their art and their drawings and how they’re feeling, and I feel like some people just express themselves through their feelings. You know what I mean? They express their feelings and their art, and that’s about it.”
	C1: “Art I think you could be better at what you love to draw or paint. Discovery is like to help you become someone better.”
	C2: “From art and Discovery is all that they have their own way of like drawing. So like, Discovery, like paintings, how they can between the discovery of a person doing something and drawing it out, and say like, the passage of time, you can draw that out with Discovery.”
	C3: “Maybe, I don’t know. I wouldn’t really... well, yeah, you could draw like the way you’re feeling and the way they’re showing how you’re supposed to be feeling. Take those words that they are giving you and everything and put them into a drawing. I feel like they could connect.”
	C4: “I think I could learn a lot about them because there’s a lot of history between the two. Because in art you are painting a legendary picture, like Vincent Van Gogh’s Starry Night, and with history you can learn about the history of the world and what happened throughout the timelines.”

Interview 2	
Question	Student Answers
What is Discovery?	K1: “It’s the 6 P’s: Polite, positive mental attitude and all that. It shows you how to act when you’re at school or anywhere else.

	<p>It's, like, being polite and helping others."</p> <p>K3: "Discovery and Discovery class is a way of, like, reflecting our feelings and emotions that we have and viewing them in a different way and how to respond when you're feeling them. And the way we are doing that in this class is through art and being interactive with stuff, like painting and watching movies and stuff."</p> <p>K4: "Discovery is kind of like, how do I say it, to help you to succeed in life. For example, how we worked on the anger, how you can manage your anger instead of doing it the wrong way. Also, how you can see the negative part of life and the positive part of life."</p> <p>K5: "I don't know how to answer that question"</p> <p>K8: N/A</p> <p>C1: "Discovery is a class that I take and it helps us picture how life could be and how it could be a good way to take it into life."</p> <p>C2: "Discovery is about how (unintelligible) of what has been changing over time. So you go back into the past and you get Discovery."</p> <p>C3: "Discovery is a class to help you with your skills, your life skills. It helps you with your anger and controlling situations, becoming an adult basically."</p> <p>C4: "Discovery is the study of... Discovery is basically based on history. Specifically, history defines what events unfolded throughout the previous eras."</p>
Do you think Discovery can help you in school and outside of school?	<p>K1: "Yes. It teaches you positive mental attitude, not to be negative. It teaches you to be polite and pick up after yourself and leave things better than they should be."</p> <p>K3: "Yeah, it can help me in school, like how to interact with anger with others. Like, instead of blowing off at someone, getting mad and start cussing or something then act a different way. Like, how to control your emotions and stuff. And out of school, like at a job, when you're working and you're frustrated with something you can reflect through the anger scale and see and reflect off of that and see how you are and try to make smarter choices."</p> <p>K4: "Yes."</p> <p>K5: "Yeah, I think it helps with communicating with people."</p> <p>K8: N/A</p> <p>C1: "Yes, I think it could help you inside of school because on your attending skills and how to communicate the proper way; and outside of school you can teach others how to be and act outside."</p> <p>C2: "Not really, it depends on what it is. Like science, how if you're going for a scientific or trying to prove something then yeah, but not really."</p> <p>C3: "Yeah."</p> <p>C4: "I do. I do believe that Discovery can help me within life and throughout life, so that I may be able to provide a brief description or a specific description to someone who needs help with what the question means or what events there was."</p>
Does art have any social or emotional benefits?	<p>K1: "Yes. Social it can be like, if you're drawing something other people like it and you can make friends and all that. Art is, like, everything. It's everywhere. You never know where it's going to be."</p> <p>K3: "I feel like it does have a lot of emotional benefits because it's really soothing when you're painting. And it's just you and it's really calming. Like, if you're mad you can just calm down and paint or something and you'll be good."</p> <p>K4: "Yeah, I think emotional because sometimes artists draw what they feel and that can get them into big places."</p> <p>K5: "Yes, I feel like you express yourself through your artwork."</p> <p>K8: N/A</p> <p>C1: "I think it does, because if an artist is trying to give out a message on a type of art, or do amazing art, and people just have that talent to do art and show how they feel about it."</p> <p>C2: "Yes, it explains life throughout (unintelligible)."</p>

	C3: "I don't know, it just depends." C4: "Yes."
Do you think Discovery is important?	K1: "Yes, it teaches you." K3: "Yeah, I think Discovery is pretty important. It's a pretty good way to try to change and see who you are as a person and try to be even better." K4: "Yes, because sometimes if you're in a bad place you might not know what to do, and it can help you in your toughest times." K5: "Yes, because I feel like you kind of get out of your comfort zone a little bit. It teaches you about communication skills and then how to handle the way you talk to people and your anger and all that." K8: N/A C1: "I think it's important because some people don't know how to react to actions and I think if someone who knows about Discovery can talk to that person and see if it can change the way they act." C2: "Pass." C3: "Yeah, like before I would have come to Juniper I wouldn't have said that, but now that I came and I'm in the class it is important and it actually helps." C4: "I do, because Discovery will allow us to get more knowledge based on the history that has occurred throughout the previous years. And I do believe that that would be a bit more biased."
Do you think art is important?	K1: "Yes. Everything is about art." K3: "Art, kind of. Personally, I don't really like art that much because I'm not that good at it, but it's an elective and I think it should just stay that way. It's not like really, really, really important, but kind of." K4: "I say yeah, because I believe in the quote that says 'pictures speak more than words.'" K5: "It can be, but it just depends on your interests." K8: N/A C1: "I think it's important because many people can show what they are talented of and there's beauty in art, like there's so many ways that art is amazing." C2: "Yes." C3: "Yeah, to some certain people, it depends. It's up to you, whatever you think about it. I like art but it's not for everybody." C4: "Yes. Art is important because it (unintelligible) are able to provide our artistic skills."
Do you think Discovery can help you in school and outside of school?	K1: "Yes. It teaches you positive mental attitude, not to be negative. It teaches you to be polite and pick up after yourself and leave things better than they should be." K3: "Yeah, it can help me in school, like how to interact with anger with others. Like, instead of blowing off at someone, getting mad and start cussing or something then act a different way. Like, how to control your emotions and stuff. And out of school, like at a job, when you're working and you're frustrated with something you can reflect through the anger scale and see and reflect off of that and see how you are and try to make smarter choices." K4: "Yes." K5: "Yeah, I think it helps with communicating with people." K8: N/A C1: "Yes, I think it could help you inside of school because on your attending skills and how to communicate the proper way; and outside of school you can teach others how to be and act outside." C2: "C2: Not really, it depends on what it is. Like science, how if you're going for a scientific or trying to prove something then yeah, but not really." C3: "Yeah." C4: "I do. I do believe that Discovery can help me within life and throughout life, so that I may be able to provide a brief

	description or a specific description to someone who needs help with what the question means or what events there was.”
What did you learn from art and Discovery?	<p>K1: “There’s multiple ways to do art. And with Discovery, when you put it together, it teaches how, like, to calm down like we did the mandala.”</p> <p>K3: “I learned a lot of things, like the anger. Like how to control my anger on the anger scale. It’s the first time I had ever seen an anger scale. And, like, how I can reflect through the anger scale.”</p> <p>K4: “I feel like what I learned was it helps me better understand what we learned, I guess. Like, you can have a visual of what it is, not just the definition of it.”</p> <p>K5: “I don’t know how to answer that question.”</p> <p>K8: N/A</p> <p>C1: “I learned from art that you can express what you feel, paint what you feel, draw whatever you feel. And Discovery is how to keep your mind set good and better.”</p> <p>C2: “Art is a way of drawing throughout (unintelligible) through writing (unintelligible) experience and stuff.”</p> <p>C3: “From art I just learned to draw, and Discovery is to help with your emotions.”</p> <p>C4: “Well, we haven’t used art in Discovery but we have done some coloring pages.”</p>
Do you think you could use what you have learned in Discovery and art to change your behaviors or actions? If yes, please give in example, if not explain why.	<p>K1: “Yes, like when we did the mandala it was a coping skill.”</p> <p>K3: “Yes, it can. As I said, about anger; we reflect through things that we’ve done. Like the movie Inside Out that we seen, all the different emotions we have.”</p> <p>K4: “Yes, because, for an example I used to fight a lot, and you don’t always have to fight. You could just talk it out.”</p> <p>K5: “Yes, because with Discovery I feel like I learned a lot about how to handle anger and emotions toward certain situations.”</p> <p>K8: N/A</p> <p>C1: “I think yeah because if somebody messed up on art and they take it out or get angry they can go back to Discovery mode and say ‘Oh, I’m reacting out of nowhere and it shouldn’t be necessary, so I need to act right.’”</p> <p>C2: “Yes. You can use art like if you’re hurting or something, you could draw it out what is going on, or just draw lines.”</p> <p>C3: “I think that Discovery could help, because say I have a conflict with somebody, how I would deal with it is by blowing up and immediately start going off but Discovery taught me to keep calm and don’t antagonize it, leave it alone, be the bigger person and walk away. And, I don’t really know about art.”</p> <p>C4: “Yes. I haven’t taken an art class, but it will help us. And it will allow us to make sure what has happened throughout history.”</p>
Do you think art helps you to better understand the themes of Discovery? Why or why not?	<p>K1: “Yes, because you get your own perspective out of it, you get to be more creative with it by doing it yourself and not just having people tell you about it. Like the 6 Ps, you can express it.”</p> <p>K3: “Yeah, I think it does. I feel like they’re really close together. It’s a really good thing that the school mixed with this class, that they mix Discovery with art; it’s a really creative way of having a Discovery class and doing stuff through art.”</p> <p>K4: “I say yeah, because it gives you a visual and it doesn’t have to be one visual, it can be multiple visuals, and it gives you an example.”</p> <p>K5: “I don’t know how to answer that.”</p> <p>K8: N/A</p> <p>C1: “So, for example, if someone draws a conflict going bad or good, and that conflict I bad and they draw somebody else to make that conflict good, I think it shows in that art.”</p> <p>C2: “Pass.”</p> <p>C3: “I’m not really sure.”</p> <p>C4: “Yes. Art allows us to provide visual projects about the history and will allow us to provide examples from what happened throughout that era.”</p>

Interview 3	
Question	Student Answer
What is Discovery?	K1: It's the 6 Ps: polite, positive mental attitude, all that. Teaches you how to be polite and how to act.
	K3: Discovery is a way for students to learn about emotions and stuff like that. And in this class, in this Discovery class, through art and drawing and stuff like that.
	K4: Discovery is an easier way to make you be successful in like and in school.
	K5: I don't know exactly what it is, but I know it's a class that teaches you how to work with other people and figure out your own personality and why you act certain ways.
	K8: Discovery, to me, is a class that teaches you basically about life skills, things you could learn about life, the 6 Ps, the "take pictures, leave footprints."
	C1: Discovery is a program to help you understand what life is about within school and out of school and how to handle things.
	C2: Discovery is a subject (unintelligible) from the past to the future.
	C3: Discovery is a class to help you build your skills for reality.
	C4: Discovery is the study of history and what we can discover about the world and be able to describe a bigger picture of the world that we know.
Do you think Discovery can help you in school and outside of school?	K1: Yes.
	K3: Yes, it can, because people can use what they learned in Discovery, such as learning to control their emotions outside, so when they're mad they know how to control that.
	K4: Yeah, because it helps you to manage, like if you have a lot of work to do, to manage your time and space and whatever.
	K5: Yes, because I think it helps you work with other people, and helps you get out of your comfort zone a little bit.
	K8: It can. The "leave footprints, and take pictures only" taught me about how I shouldn't be destructive everywhere I go.
	C1: Yes, I honestly think it does. When I first came here I wasn't really caring, and then when I was in Discovery it's just making me realize you can do so much and Discovery helps you so much.
	C2: Yeah, so like in science class you're doing a study of (unintelligible) what would be Discovery and learn what to do.
	C3: Yes.
	C4: Yes.
Does art have any social or emotional benefits?	K1: Yes.
	K3: Yes it does, because whenever you're like doing art, or coloring, or painting or whatever, you probably get relaxed. You, like, chill more, you know?
	K4: Yes, I go by the saying "pictures speak more than words." It shows you the different ways people see it or the way you see it.
	K5: Yes, I think you, how you feel is the way you do your artwork and stuff like that.
	K8: It does, it can destress people. It has helped me. It can help people express their emotions.
	C1: I think so, because if you're painting or drawing you're painting with the type of emotion you're feeling in the moment.
	C2: Yes, it does.
	C3: Yeah.
	C4: Yes.
Do you think Discovery is important?	K1: Yes.
	K3: Discovery is important because it helps people learn about anger and like stuff like that.
	K4: I say yeah, because some people don't know how to control themselves or how to manage their time. I feel like it helps them manage more.
	K5: A little bit.
	K8: It is, I think everybody should have Discovery as a class and it's a fun, interesting class.
	C1: Yes, I think Discovery is important because if you have a burst out of anger you gotta take back and use what you learned

	<p>in Discovery to handle your anger.</p> <p>C2: No. Discovery isn't as much important because there are certain people that don't really want to learn about it. But Discovery is to learn, like, the basis of people in the past and what happened.</p> <p>C3: Yes, I feel like Discovery is important because, like, before I came here I didn't have this class, and now that I came and am taking this class it's helping me with my anxiety and anger and controlling it and realizing "okay, sometimes you could just breathe and think about it before you do it."</p> <p>C4: Yes.</p>
Do you think art is important?	<p>K1: Yes.</p> <p>K3: Yeah, sure. Art is pretty cool. I feel like it is pretty important to some people, not for me though, personally.</p> <p>K4: Yeah, yeah.</p> <p>K5: It can be, but it's not a big interest to all people.</p> <p>K8: It is. A lot of people express their feelings that way.</p> <p>C1: I think art is important because there's many people out there who have talent and some of them just don't show it off and they have beautiful art to show.</p> <p>C2: Yes, I do.</p> <p>C3: I guess that depends on the person. I mean, I like art, but to other people it's more important.</p> <p>C4: Yep.</p>
What did you learn from art and Discovery?	<p>K1: You can combine those two together and do coping skills.</p> <p>K3: I learned that it's a good way how to teach the class, like through art, how to teach Discovery through art is a really creative way.</p> <p>K4: What I learned from art and Discovery was that we can, like one word can mean a lot of different things, or like we can see it in many different forms.</p> <p>K5: From Discovery I learned why certain people act a certain way and it helped me with like my own personality.</p> <p>K8: Basically what I said in the first question, the 6 Ps and the wilderness rules. Everything that I've learned from that class is something I can take with me into the future.</p> <p>C1: Discovery can help you in many ways, like anger and all your emotions, and how life is out there. And then art, it helps you with so much by getting better and just express how you feel.</p> <p>C2: Art and Discovery is the base of what we've been studying. Like in discovery they'll be learning the past and with art they're gonna learn (unintelligible) like if someone's having troubles they can just draw it out what they think about without having to explain.</p> <p>C3: Well you have to have patience in both of them, so I guess that's what I've learned. And in Discovery, I learned how to control my emotions.</p> <p>C4: I learned from Discovery the ability to recognize emotions, whenever people are feeling upset, happy, angry, sad, those types of things.</p>
Do you think you could use what you have learned in Discovery and art to change your behaviors or actions? If yes, please give in example, if not explain why.	<p>K1: Yes, the mandala effect really calmed me down. It's like a coping skill, like I said.</p> <p>K3: Yes, because, such as, you can be like in such a bad mood and like just draw it out or color it out, and change your emotions, you know? Yeah, it's a good way.</p> <p>K4: Yes, because I get angry really fast, and I learned ways that I can avoid that, or avoid drama or whatever.</p> <p>K5: Yes, because with the Not OK Child and stuff like that, I learned a lot of things about certain people and why they act those ways. Maybe something's going on that you don't know about.</p> <p>K8: Yeah, I can teach other people about everything that I learned in this class, and like I said I won't be so destructive afterwards from what I've learned from this class.</p> <p>C1: Yes, I think because if a friend is going through a bad day, you can be a friend and just help them out.</p> <p>C2: Yes because art is a place (unintelligible) the thing you could</p>

	actually draw out what, let's say you're emotional or something, you could draw yourself out what you're doing and what's happening. Or like, you could (unintelligible) lines.
	C3: Yes, I do think it is, because say I'm having a bad day or something, I know I'm not doing good I could draw and let out my emotions by drawing. And with Discovery, I could use the skills to calm myself down and make sure I don't go over my limit.
	C4: Yes. So, Discovery allows me to change my behaviors because people will be able to recognize how I'm feeling or what state of emotion I am in.
Do you think art helps you to better understand the themes of Discovery? Why or why not?	K1: Yes, because it gives you like an outlook. You can put your own creativity in it.
	K3: Yes. Yes it does, because Discovery goes really, really well with art. Because the way you teach it is really good.
	K4: I say yes, because, like how I said, it shows other people's way of seeing it.
	K5: A little bit, yeah.
	K8: Yeah, it does because with art, like if you don't get an example, the art will give you an example of like an emotion. An emotion could be red, yellow, or like anger could be red, I mean, and that's what I learned.
	C1: Yes, because, for example if a person is happy they can express how they're feeling in a painting, or if someone's sad they can express how sad they feel.
	C2: No.
	C3: I'm not sure.
	C4: Yes, art gives us a visual representation of the world around us.
If you could change one thing about your Discovery class, what would it be?	K1: I wouldn't really change anything. I would maybe go a little bit slower.
	K3: I don't know. The acting part, the role-plays, I didn't really like that. I'd like to do more of sculptures and stuff, you know? Like projects, like drawing projects, where we do something cool, you know?
	K4: I don't think I'd change anything.
	K5: Nothing, I like the way it was.
	K8: Probably a little bit more time on everything. Even though we have a lot of time. Actually, I would change nothing, it's already fun.
	C1: Honestly, nothing, because I have great people in there.
	C2: I honestly don't know.
	C3: That we do circle-ups more, because we don't really do them.
	C4: The lack of focus. I would change it to allow us to be more focused on our work.
Will you consider pursuing art in your school or personal life? Why or why not?	K1: Yes, because art is everywhere and I do it a lot.
	K3: I would pursue art in my personal life, honestly. Like I would have a little sketchbook, I would buy one. Like right now I have a Surface, a Surface Pro, and I would use that for doodling and stuff like that. It's pretty cool. (unintelligible)
	K4: Yes, because art comes in many forms. It's not just drawing or painting, art comes in literature and pictures.
	K5: Yes, because personally I enjoy art a lot.
	K8: Yeah, because, I would because it's something to do when you have nothing to do.
	C1: I don't know.
	C2: Yeah, art is pretty fun, because you get to draw and stuff and make stuff out of clay and all that.
	C3: Maybe. I mean, I think drawing for me, it helps me to release my emotions, so I feel like I would still do it and use it in reality.
	C4: I do believe so.